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The Southeastern Librarian



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Cover: Logo of the Jekyll Island Club Hotel, Georgia. Jekyll Island was the site of the Georgia COMO/SELA 2000 joint conference

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President's Column

By the time you read this column, we will be several months into the 2001-2002 biennium. I'm happy to report that much has already been accomplished in planning the activities of the next two years. The Leadership Conference, held April 6, 2001, was a wonderful success with almost 100 members in attendance. From all reports it was one of our best yet!

As you know, the 2000 joint conference held with the Georgia Council of Media Organizations (COMO) on Jekyll Island in October was a success. We will build upon that success to make the next two years even better. This issue contains information and articles from that conference.

Plans are being made for the 2002 Conference, which will be a joint conference with the South Carolina Library Association, to be held in Charleston October 24-26, 2002. Due to a variety of reasons, the Southeastern Library Association has never met in South Carolina throughout its eighty-year history. That's about to change and I'm looking forward to working with our South Carolina colleagues.

Even though the SELA Leadership Directory has been distributed, it's not too late to participate in the sections, roundtables and committees of SELA. Be sure to let me know of your interest in participating. If you didn't receive a Leadership Directory and would like to have one, be sure to contact me.

With this issue of *The Southeastern Librarian*, Debra Sears passes the editorship of the journal to Frank Allen. I would like to thank Debra for her many hours of hard work preparing each issue, and I look forward to working with Frank. Please keep in mind that *The Southeastern Librarian* is your journal. If you are interested in being a part of the journal, either through being on the editorial board or in preparing or reviewing articles, let Frank know.

We have an exciting and challenging time ahead for our organization as development and training opportunities are being planned for our members to enable them to be better prepared to meet the challenges of the future. Stay tuned for more information.

Communication between members is critical to our success as an organization. The SELA website (<http://www.seflin.org/sela/>) and listserv (sela@news.cc.ucf.edu) will better facilitate improved communication. Be sure to participate in the listserv and visit the website frequently for Association news.

I'm looking forward to working with you during the next two years. As always, your comments and suggestions are welcome.

Barry B. Baker

From the Outgoing Editor

If you haven't seen the video, "Radiating Possibilities", permit me to recommend it to you. This nifty little training video tackles the very big issue of attitude. One of the wonderful lessons it offers is that failure is required in order to succeed; when we approach failures as learning opportunities, we grow.

The time has come for me to step down as editor of this publication. I've grown (that is, *learned*) a great deal and will utilize that knowledge as I continue to serve on the editorial board. I'm pleased to introduce our new editor, Frank Allen. Frank is Associate Director for Administrative Services at the University of Central Florida Library. In preparing to "pass the torch" it's been my pleasure to become acquainted with Frank and hear his ideas. He and the editorial board stand ready to improve *The Southeastern Librarian* and other SELA communications. Your assistance is vital! Please support these efforts by submitting news items, articles, ideas and comments.

Debra Sears

From your Incoming Editor

I am pleased to have the opportunity to serve as your new editor of *The Southeastern Librarian*. Our journal has a wonderful heritage. My goal is to continue this fine tradition and, with your involvement, help move it forward into a new century. What better way to start than to dedicate this issue to the Georgia COMO/SELA 2000 Joint Conference held at Jekyll Island October 11-13th, 2000. For those who were unable to attend, the conference was full of insightful presentations across the spectrum of libraries and media centers. For those who did attend, I hope you took advantage of the plethora of presentations. Hopefully you also had an opportunity to sample some of Jekyll Island's historical offerings. The front cover of this issue depicts the Jekyll Island Club Hotel, a Georgia landmark inextricably associated with the island and its history.

Thanks to SELA and COMO members, we were able to obtain a number of summaries of presentations and poster sessions from the conference, many of which are included in this issue. So sit back and enjoy reading a sampling from the conference. We also take the time in this issue to recognize our SELA award winners.

As a librarian with deep southern roots, I bring interest and enthusiasm to this position. But I need your help! We want to re-assemble an editorial board and reviewers for *The Southeastern Librarian*, and are actively seeking names of interested persons. Please contact me at fallen@mail.ucf.edu if you would like to nominate yourself or a colleague. I also invite your comments on what you would like to see in the journal and how it can be made useful to you. *The Southeastern Librarian* is your journal and should reflect the reading interests and information needs of our SELA constituency. I look forward to hearing from you.

Frank R. Allen

Presentation Abstracts from SELA/COMO Georgia Joint Conference

Note: The following are partially edited summaries of presentations made at the Georgia Council of Media Organizations (COMO)/SELA 2000 Joint Conference in Jekyll Island, Georgia, October, 2000.

Which is Better, Approval Plan or Standing Order?

June Breland, Collection Development Officer;
Louise Plodinec, Assistant Collection
Development Officer,
Mississippi State University Libraries

When Mississippi State University Libraries established a university press approval plan, a decision was needed whether to cancel existing standing orders with seven university presses or block these presses from the approval plan. Books were received through both avenues for nine months, and cost, timeliness of delivery, and receipt of titles most appropriate for the Libraries' needs were compared. Findings showed a 4.7% savings with the approval plan, but 82% of the titles were received earlier through the standing orders. Of books received through the standing orders, 29% were not received through the approval plan, with more than half not matching departmental profiles. Return privileges with the approval plan meant unsuitable titles could be returned, a significant advantage not possible with the standing orders.



Overcoming Obstacles Implementing an Electronic Reserve Program

Diane N. Baird, Middle Tennessee State
University

University Library at Middle Tennessee State University officially began its E-Reserve program in fall, 2000. The MTSU Library averages about 2,500-3,000 reserves fall and spring semester. As of October 1, 2000 seventy-

five of this total were E-Reserve materials. We anticipate that this number will continue to grow during this semester and the spring semester. We also anticipate and understand that this will be an evolving, changing program due to software, hardware, staff expertise and user demand. We are very excited about this new phase of library service and are ready to embrace the changes needed.

Discussion, investigation, and research for E-Reserves have been an ongoing project for four years. I have attended workshops and programs about E-Reserves and copyright issues about E-Reserves during this time. I have also read literature and listservs concerning E-reserves to build a base of knowledge. While this was ongoing, the University Library planned, built and moved into a new library. The University Library prepared specs and bids, and migrated to a new automation system. Finally it was time for E-Reserves.

We began the E-Reserve program small. We started with class notes of one instructor in the spring of 2000 and expanded to a few more during the summer. We also presented a program to the faculty during the summer outlining the new service and general guidelines for E-Reserves. Middle Tennessee State University establishes logins and passwords for each student registered and the library utilizes proxy servers for licensed databases, which provide limited access consistent with copyright fair use. Copyright is a concern and we adhere to fair use principles in all reserve transactions. The E-Reserve collection includes links to licensed databases, government WebPages, scanned articles, and class notes. While still in the beginning stages of this service, we are excited about the potential and availability it offers to the university community.



Promotional Opportunities through Career Ladder Advancement

Kerry Ransel, Susan Hinds, Jack Fitzpatrick,
Carole Covington, Cora Cobb
Auburn University Library

The presenters began by reviewing the background of the previous classification structure at Auburn University Libraries and examined some of the problems inherent within that system. No matter what knowledge, skills and abilities the employee brought to the position, they fit into a certain title, at a specific grade level and there were no promotional opportunities within the position. Employees had to change jobs in order to promote, resulting in the loss of talented staff to other employment opportunities. The new career ladder system allows for promotion through training with an end result of higher compensation without the employee having to change jobs. Our system is composed of two families: the Library Assistant, made up of six grade levels, and the Library Associate, with three levels. The requirements for promotion were reviewed and outcomes presented (over 35 employees promoted as of October, 2000). Coursework for the career ladder program was developed in-house with each unit being responsible for planning Overview, Introductory, Intermediate and Advanced classes. Development of Access Services coursework was presented in depth. The training process was then discussed from the perspective of two actual career ladder participants. Issues examined included questions about time availability and scheduling, the knotty problem of testing, and the complex issue of the career ladder's impact on relationships among personnel. The conclusion focused on teamwork and on how staff, faculty and the administration worked together to accomplish a mutual goal.



Collection Maintenance 101: What Simple Book Repair Can Do For You

Debbie Meyer & Cathy Jeffrey, Clayton College & State University

This program introduced simple preservation quality book repair for general circulating materials as practiced at Clayton College & State University, Morrow, Georgia. Hinge tightening and tip-ins were demonstrated. Spine repairs and end sheet repairs were described in detail using

examples of items before, during, and after the repair. The program emphasized that it is possible to repair books cost effectively while achieving an aesthetically pleasing product. It was stressed that book repair should strive to "do no harm". It was pointed out that tape, which is available in all shapes and sizes, is by its very nature harmful to books and should not be used in book repair. This program was informational only. It was not intended to provide the attendees with sufficient knowledge to execute these repairs themselves. SOLINET offers a book repair workshop. This workshop was recommended to anyone who was interested in further information about book repair. It was also suggested that training might be available from practicing librarians at larger institutions in their area.



Electronic School Assignment Alert Partnership

Juanita Buddy, Coordinator, DeKalb County School System; Diana Berry, Youth Services Coordinator, DeKalb County Public Library

In 1999 a committee of DeKalb County (Georgia) School System media specialists and DeKalb County Public Library librarians met to discuss strategies for increasing our ability to share resources and information to meet our joint goal of meeting students' needs.

It was decided that communication between library media specialists and public librarians about class projects and assignments is key to students' success in the research process. To facilitate this exchange of information, an electronic *School Assignment Alert Form* has been developed for library media specialists to use in contacting librarians at public library branches. Key components related to the assignment requirements, e.g. objectives, needed resources or recommended format and length, etc. are included in the form.

The establishment of this electronic notification system gives time for the public libraries to make intra-library loans in anticipation of the students'

requests. Having the exact requirements in advance also enables public library staff to guide the researcher to the appropriate information source.

The program has proven extremely effective during its trial period between test sites, and has been extended to all schools and DCPL libraries for the 2000-2001 school year. There are also print copies of the alert for teachers who prefer that method of notification.



DeKalb County Public Library's Sister Libraries Program

Diana M. Berry, Youth Services Coordinator
DeKalb County Public Library

DeKalb County Public Library was selected in June 1999 as one of the first sites for *Sister Libraries: A White House Millennium Project*. Three other libraries in Georgia are also participating.

The goal of this project is for libraries in the United States to pair with others worldwide, focusing on programs specifically planned for children and teenagers. Participating libraries receive recognition but the project does not provide funds.

DCPL works with three *Sister Libraries* in Trujillo, Peru because of their different focuses. The Municipal Library concentrates on adult readers and high school homework help; Lyceo Trujillo, the largest public school, loans books to children; and The University of Trujillo has a library for college students.

This year has seen the successful development of DCPL's relationship with these libraries. Diana Berry, Youth Services Coordinator, visited them in April 2000, taking approximately 180 pounds of new, donated books in English and Spanish. The books were distributed to match with the focuses of the various libraries. More books were sent in December. The Mayor of Trujillo, José Murgia, in the spirit of exchange donated several books that were added to DCPL's collection.

Email pen pals have also been arranged between students in both countries.

2002 SELA Conference Date Set

With: South Carolina Library Association
Date: October 24-26, 2002
Site: Charleston, South Carolina
Possible Pre-conference: October 23rd

Check the SELA web site for future announcements: <http://www.seflin.org/sela>

Poster Session Abstracts from SELA/Georgia COMO Joint Conference

Providing Access to Electronic Resources

Linda Aldana and Gail Herrera
University of Mississippi

“Providing Access to Electronic Resources” describes the evolution of the University of Mississippi Libraries’ project to provide access to its electronic resources exclusively through the online catalog. The impetus for this project was the restructuring of the libraries’ website, the acquisition of more online resources and the requests from public service librarians to comprehensively catalog electronic journals and databases. The poster session details the collaborative process that took place in developing cataloging guidelines. Additionally, it illustrates how these were implemented and how problems were resolved. Most importantly, the presentation illustrates the symbiotic relationship that developed as the Cataloging Department and Systems Departments worked toward a common goal of providing accurate and unified access to electronic resources.



Paraprofessional Organizations’ Support for Mississippi Support Staff

Mary H. Hamilton and Tracy Englert
The University of Southern Mississippi,
Hattiesburg, MS

This poster session addresses the need for a support staff round table in the Mississippi Library Association. According to the Bureau of Labor Statistics, support staff comprise 52% of library employees in Mississippi. Support staff positions include paraprofessionals, technicians, assistants, specialists and associates. Technological innovations have changed the role of support staff in libraries creating a demand for staff development, continuing education, and career ladders. State support staff organizations

offer a means to address these issues. A survey of paraprofessionals in Mississippi will be conducted and the results presented. The presentation will include representations from states in the Southeast that have active paraprofessional organizations. For the growth and betterment of Mississippi libraries, a statewide paraprofessional round table would provide leadership opportunities for support staff and a forum in which staff can address occupational concerns and needs.



Outreach to Public Health Providers: What Worked, What Did Not, What You Can Use

Thomas W. Hill, Medical Librarian, Upper
Savannah AHEC, Greenwood, SC

From October 1998 through September 2000, the Upper Savannah AHEC Medical Library used special project funds from the National Network of Libraries of Medicine Southeastern Atlantic Region and the National Library of Medicine to bring knowledge of Internet consumer health resources to public health students, faculty and providers. Upper Savannah AHEC was among the first thirteen libraries awarded these funds as part of the National Library of Medicine’s outreach program to public health providers.

The project had five goals:

1. To teach access to NLM and government sites on the Internet
2. To instruct users in the application of LoansomeDOC for electronic document requests
3. To provide document delivery service via LoansomeDOC.
4. To introduce critical appraisal of Internet sites and content
5. To place equipment and establish Internet access in four rural locations in the Upper Savannah AHEC region

As a result of the outreach project, equipment was placed at centers in Mountain Rest, McCormick, Calhoun Falls and Clemson, SC. Instruction was provided to public health professionals in Seneca, Anderson and Greenwood. More than 300 students in the

public health, nursing and health sciences programs at Clemson University benefited from the introduction to Medline, LoansomeDOC and a variety of government and professional health association Web sites. Over 300 items were supplied to participants in the project.

This poster outlined the project and sites that have proved useful. Information provided to viewers included URLs to consumer health information sites. Additionally, locations addressing the need for critical evaluation of Internet sites were provided.



Juggling More than Metaphor: A Hands-On Exercise in Building Teams and Reducing Staff Stress.

Francine Middleton, Nicholls State University, Thibodaux, LA

Librarians and support staff in all libraries must balance priorities, projects, and patron needs. Maintaining such a state of equilibrium requires the mental dexterity and flexibility to quickly alternate between the general and the particular. However, such shifts are major causes of stress in any workplace that is in a state of unremitting flux, such as a library. This presentation introduces juggling, a rather unusual but valid technique for reducing stress, building camaraderie, and breaking long-term complex goals into manageable steps. Du Pont, AT & T, Merck, and Xerox are some of the corporations which have hired professionals to introduce juggling to their employees for these same reasons. Furthermore, each throw is much like a bibliographic source or service. Good throws result in good catches, just as quality sources and service result in quality research and satisfied, appreciative patrons. The one-, two-, and three-ball cascade(s) are introduced. Juggling balls are provided by the presenter. Participants receive Butterfingers.



Define and Measure Institutional Outcomes to Which Your Library Contributes: Practical Solutions for Applying the New ACRL Standards

Bob Fernekes, Ph.D., Information Services Librarian, Georgia Southern University
Bill Nelson, Ph.D., Director, Reese Library, Augusta State University

See practical solutions that you can use to implement the American Library Association's newest Standards for College Libraries. Learn about measures that can be used to create a culture of evidence for supporting the contention that the library has had a measurable impact on student outcomes and in meeting faculty needs. Gain valuable information and suggestions by reviewing these new standards — the first standards in the community college, college, university series to be outcomes-based.

URL: <http://ala.org/acrl/guides/college.html>



Avoid the Pit and Accept the Pendulum: Strategies and Resources for Selecting a Library Automation System.

Jeff Slagell, Delta State University

For over twenty years, libraries of all types have been utilizing automation systems to enhance efficiency and increase access to information. As these services have evolved, it has become increasingly difficult for prospective libraries to sort through the practical and technical considerations. Research and planning are crucial for a comprehensive and successful search.

This presentation shares the experiences of the W.B. Roberts Library Automation Committee in its search for a new automation system. In addition, print and online resources are presented that offer relevant information on automation vendors and their products. The selected materials will be of value to library staff from all types of institutions interested in learning more about automation systems.

Florida Distance Learning Reference & Referral Center

Carlene Jaworowski, Distance Learning Librarian; Stephanie Race, Director
University of South Florida

The Florida Distance Learning Reference & Referral Center (RRC) provides reference and research assistance to distance learners and faculty at Florida-based colleges and universities. The RRC's Web site is an essential source of information for distance learners and provides access to frequently used services such as Ask-A-Librarian, RRChat, course-specific Web pages, and links to resources for locating distance education courses.

In order to better highlight the services offered and improve access to information, the RRC engages in ongoing Web site renovation. This poster session illustrated improvements made to the RRC Web site throughout the last three years. It also included statistical data on RRC Web site usage and discussed the issues involved in, and the importance of Web page renovation.



Librarians on Location

Donna Goda, Ven Basco, Elizabeth Killingsworth
University of Central Florida Library

In order to facilitate research activities for faculty and students, we decided to shift the focus from the library itself and send librarians out to other campus locations to provide reference service at the point of need. Though the library is centrally located and heavily used, it was our theory that there are many potential customers who are not taking advantage of our expertise either because it is inconvenient to do so or because they are unaware of the amount of help the reference librarian can offer.

We began this program in the Fall, 2000 semester with two 1½ hour sessions per week at two service points outside the library. We will be changing one of the service points for Spring, 2001. Existing library reference desk services hours were not changed. Our main goal is to be

proactive in meeting information needs of those students and faculty who might otherwise remain unaware of the extensive resources provided by the library.



The Mississippi State University Libraries Outreach Program: "Reaching Out"

Gail A. Peyton, Reference & Outreach Coordinator; Mississippi State University Libraries

Traditionally, academic libraries have maintained an attitude of, "Let them come to us". It has been assumed that the teaching faculty will require their students to use the collections and services and that services consistently meet the needs of library users.

Academic libraries can no longer function/exist under these assumptions. Library administrators and faculty must examine these assumptions in order to improve collections and services. Academic libraries must "Reach Out" to their constituents, marketing the library program and its many assets. Library programs, vital to the overall educational process, must be proactive in nature and designed to foster stronger relationships on campus, and in the larger community, where they will focus on information literacy and the sharing of resources available from the library.

Realizing and strongly supporting this concept of "Reaching Out", the Mississippi State University Libraries established an "Outreach Program" in Spring, 1998. This program is designed to strengthen teaching and research and to create new relationships and collaborations with the University's administration, the teaching and research faculty, staff, students, campus affiliates, area high schools, the Starkville community and surroundings areas. Ultimately, the program will result in further establishing the Library Program and its faculty, staff and resources as an integral part of the teaching, research and services provided by Mississippi State University.

SELA Conference Award Winners

The following awards were announced at the Georgia COMO/SELA 2000 Joint Conference in Jekyll Island, Georgia, October 11-13, 2000.

Rothrock Award: This award honors an individual who has contributed substantially to the furtherance of librarianship in the Southeast during a career. Presented by Jim Ward to Mary Louise Rheay

President's Award: Presented by Francis Coleman to Elinor Swaim, Salisbury NC

Outstanding Southeastern Authors: Presented by Mary Glenn Hearne, this award recognizes authors in member states of the Southeastern Library Association for current works of literary merit in both fiction and nonfiction.

A. Non Fiction: Rick Bragg for *All Over But the Shoutin'*

B. Fiction: E. L. Konigsburg for *The View from Saturday*

Information Technology Award for Excellence in Research and Scholarship: presented by Frances Coleman to Dr. Carol Tenopir, University of Tennessee, Knoxville.

SELA/Gale Group Grant winners, presented by Valerie MacLeod, Gale Group to:

- Mary Hamilton, Electronic Services Librarian, University of Southern Mississippi
- Diane DeCesar Ross, Digitization Specialist, University of Southern Mississippi
- Kerry Farley, Reference Librarian, Livingston College, North Carolina
- Kelly Carlson, Librarian, the Oakwood School, North Carolina
- Joseph Freedman, Instructor, Library Educational Media Programs, Alabama State University
- Jeffrey Slagell, Serials/ILL Librarian, Delta State University, Mississippi
- D. Brett Spencer, Information Services Librarian, University of Alabama

SELn Looking for a Few Interested People!

Do you have editing experience?

Do you enjoy reviewing or critiquing the writing of your colleagues?

Are you interested in playing a larger role in SELA's future?

The Southeastern Librarian needs your help. If you are interested in serving on the editorial board or as a manuscript reviewer, please contact Frank Allen, editor, at fallen@mail.ucf.edu.

In Recognition of This Year's Rothrock Award Winner

Text of dedication given by Jim Ward at the Georgia COMO/SELA Joint Conference:

The Rothrock Award was established in 1976 to honor Mary Utopia Rothrock, the first president of SELA. The award is the highest honor bestowed by SELA and is given biennially to honor a librarian for "exceptional contributions to library development in the Southeast."

Serving with me on the selection committee this biennium have been Rose Davis, Bill Prince, Paul Ritz, Betty Ward and Carolyn Wilson. I want to thank them for a job well done.

This year's recipient served libraries in the Southeast for more than 50 years, starting with the children's department of Atlanta Public in 1941. Several years later (1963) she became assistant director of Atlanta Public and remained in that position for 12 years. Twice during that time she served as acting Director. In 1975 she was named Director of the Cobb County Public Library, where she remained until her retirement in 1990. On the way to all that she also found time to teach part-time at Emory University Library School and at Georgia State University. She was born in Montgomery, Alabama and has degrees from Alabama College (now University of Montevallo) and Emory University.

Time won't permit me to list all the professional activities of our recipient and the honors received, and she probably would stop me if I tried. But to give you a very small sampling of what this outstanding lady has done, she served as: president of G.L.A.; Georgia's representative on the ALA council; chair of the North Georgia Associated Libraries; chair of the public library section of SELA; President of alpha chapter of Delta Kappa Gamma; a library building consultant for many, many libraries; and has held numerous committee, state, regional and national assignments. Just a few of the long list of honors she has received include: Atlanta Woman of the Year in the Professions (1962); The Allie Beth Martin Award in 1980 (This is presented annually by the Public Library Association of ALA); The McJenkin-Rhea award by GLA in 1981; the Community Manager of the Year award by the Cobb County (Georgia) Management Association (1990); and the Nix-Jones award from GLA in 1983. And the list goes on and on.

This is just the "tip of the iceberg" in the accomplishments of this outstanding lady, so you can easily see why our committee saw fit to select her for this prestigious award. She has had a long and brilliant career, and the state of Georgia, SELA and the library profession have all been made stronger by the many contributions she has made over the past half century. Therefore, it's a real pleasure, and I'm truly honored to present this year's Rothrock Award to Mary Louise Rhey.

In Recognition of this Year's President's Award Winner

Elinor Swaim has been a tireless advocate for libraries from 1946 when she was asked to write a radio script to celebrate the tenth anniversary of the Asheboro, (NC) Public Library. She went on to serve as trustee from 1946-62. She became a trustee of the Rowan (NC) Public Library in 1981 and served as board chairman from 1984-87. She was a central force in the construction of two branches and a major expansion of the Rowan Public Library headquarters facility. Elinor's leadership was instrumental in securing a \$2.6 million bond referendum, Rowan County's first library referendum in 25 years. In leading this cause she mounted an exhausting publicity campaign, speaking to more than 60 community groups. After the referendum passed by a two-to-one margin, Elinor continued her campaign, helping to raise an additional \$400,000 in private funds for the building project.

Since 1992 Elinor has served as President of the Rowan Public Library Foundation. Her work on behalf of the Foundation has helped to build 100 endowments totaling \$300,000. She also served on the North Carolina Library Commission from 1985 to 1989. As Chairman, Elinor led the Commission through the selection process for two state librarians. She still frequents the legislative hall as a volunteer lobbyist for increased state aid to libraries.

President Reagan appointed Elinor to the National Commission on Libraries and Information Science during his term of office. She continued to serve under Presidents Bush and Clinton, and was appointed Vice Chairman from 1990-94 and Acting Chair in 1993. As a member of the Commission, Elinor presided at meetings throughout the country on library services to children and youth. She served on the National Planning Committee for the Second White House Conference on Library and information Science, and chaired the Commission's Recognition Awards and 20th Anniversary Committees. In 1993 Elinor represented the Commission at the International Federation of Library Associations and Institutions (IFLA) Conference in Barcelona, Spain.

Elinor's concern and commitment to improving library services in North Carolina and the nation have earned her several honors, including the North Carolina Public Library Director Association Distinguished Service Award, lifetime membership in the North Carolina Library Association, and the National Commission on Libraries and Information Science's Silver Award. She has served under ten North Carolina Governors, three of whom have honored her with the state's highest civilian award, the Order of the Long Leaf Pine.

SELA is proud to recognize Ms. Elinor Swaim as the recipient of the SELA President's Award for the 1998-2000 Biennium.

About the Rothrock Award

- Purpose:** To honor a librarian who has contributed substantially to the furtherance of librarianship in the southeast during a career.
- History:** The Rothrock Award was established in 1976 from the will of Mary Rothrock. It stated, "I bequeath \$10,000 to the SELA, the income from which shall be used to establish a biennial award. The recipient of this award is to be designated by a committee of the Association from among librarians of the Southeastern States, and chosen for exceptional contribution to library development in the Southeast." The committee shall be appointed by the President of SELA and shall include librarians from varying member states of SELA. The recipient of this award has always been kept secret until the actual presentation is made during the conference.
- Criteria:**
- The age and years of service should not be a deciding factor in the selection.
 - Service in one or more states of the southeast would qualify a person for nomination for the award.
 - The award should be made to only one person in any biennium, and, if no deserving person is nominated, an award may be omitted for that biennium.
 - Nomination must be made by a SELA member.

For more information contact committee chair Betty Ward at wardb@ten-nash.ten.k12.tn.us.

About the President's Award

- Purpose:** To recognize an individual outside the library profession who has made a significant contribution to the development or promotion of a library or libraries in the Southeast.
- Criteria:**
- The award is given to an individual outside the library profession who has made a significant contribution to Southeastern libraries in one or more states.
 - The award will be made to only one person in a biennium and, if no suitable nomination is received, may be omitted for that biennium.
 - Nomination must be made by a SELA member. The recipient need not be a member.

Individuals submitting nominations should send their nominee's name, along with a resume of his or her professional/business and association activities, civic organizations, writings (if pertinent), single events or other honors received. A short statement by the person making the nomination outlining the nominee's significant contribution is also required. Supporting documentation such as newspaper articles, brochures, and letters may be included.

For more information contact committee chair Samuel Morrison at morrison@browardlibrary.org.

Responses from the Outstanding Southeastern Author Award Winners

From Rick Bragg:

To the members, voting and otherwise of the Southeastern Library Association:

I guess long before I ever thought of myself as a writer or as an author I thought of myself as a Southerner. To be considered as a Southern writer or, even more impossibly, a Southern author was a dream that I dared not dream when I was a boy or even as a young man. But I knew I had one story to tell, that of the strongest Southern woman I had ever seen and it is her story that you have honored and I cannot thank you enough for that.

The book has brought many changes in my mother's life, almost all of them good ones. But the fact that readers, people who love books, have found something of value in it is perhaps one of the best things to come from its writing.

Again, I cannot thank you enough for the honor that you do me, my mother and people like her.

Sincerely,
Rick Bragg



From E. L. Konigsburg:

Thank you, members of the Southeastern Library Association for selecting *The View from Saturday* as the winner of this year's prize for fiction. Even though I was born in the Bronx, bred in Pennsylvania and trained as a scientist, I am proud to be honored as a Southerner and as a writer because it is writing that has shaped my life and it is Florida that has helped to shape the well and tint the waters into which I dip my pen.

When my husband's work first brought us South, I was fresh out of graduate school - having stopped just short of getting an advanced degree in organic chemistry. When I discovered that in

Jacksonville there was no place for me to continue my research, I decided to teach.

Miss Olga Pratt, headmistress of Bartram, a private girls' school, hired me to teach biology and general science. It has often been said that a teacher is by her students taught. I was. It was there at Bartram School that I got my first lesson about writing children's books. Let me explain.

As I was growing up in small mill towns in Pennsylvania, I never knew anyone who had gone to a private boarding school to prepare for college. At Carnegie Mellon University, I had met a few but knew none of them well. At Bartram, I expected to find a lot of rich, spoiled brats.

I was wrong. What I found was that inside their blue school uniforms, these girls were asking themselves the same questions I had asked myself as I was growing up in public school in Pennsylvania. Who am I? What makes me the same as everyone else? What makes me different from everyone else? These became the questions that underlie all my stories.

In 1962, when our family moved from Jacksonville to New York, I was the mother of three. We found ourselves living a thousand miles from live oaks and grits but well within commuting distance of the cultural center of America. And yet what did I find? I found that there were many more things that were alike in my children's lives than there were things that were different.

And that is when I realized that my three children were a genre. Their world was middle-class suburban and it didn't matter if those suburbs were in New York or in Florida. And I realized, too, how different their growing up was from mine.

I wanted to write something that reflected my own children's growing up. I wanted them to see themselves in books as I never had. So when my youngest started school, I started writing about middle-class suburban children. I wrote *Jennifer, Hecate, Macbeth, William McKinley and Me, Elizabeth*, based upon something that happened to my daughter Laurie when she was

the new kid on the block in Port Chester, New York. Before I knew if that book would be published, I had started a second. That book is called *From the Mixed-up Files of Mrs. Basil E. Frankweiler*. The themes of *Mrs. Frankweiler* - as well as that of *Jennifer, Hecate . . .* Who am I? What makes me the same as everyone else? What makes me different from everyone else? — is the very one that took a combination of Southern experience and New York perspective to realize.



We moved back to Jacksonville in 1967 - again because of my husband's work. On the very day that we were moving into our new house, I received word that the American Library Association had awarded *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* the 1968 Newbery Medal and had chosen *Jennifer, Hecate, Macbeth, William McKinley and Me Elizabeth* as runner-up. The American Library Association honored my work again when in 1997 I was presented a second Newbery Medal for *The View from Saturday*. I would like to read a section from *The View from Saturday* that best expresses how living in the South and moving away works its way into my fiction.

After her parents' divorce, Nadia Diamonstein has moved to New York with her mother. In the chapter called "Nadia Tells of Turtle Love," she is spending an uneasy month with her father in Florida.

Because of a threat to some sea turtle hatchlings and a call to rescue them, Nadia must explain to her father the life cycle of the sea turtle:

"It all starts," Nadia says, "the minute the new hatchlings scamper over the sand toward the light of the horizon. Once they reach the water, they begin a swimming frenzy until they reach the Sargasso Sea . . ."

She further explains that for the next five to ten years, the turtles will stay in there, feeding off the small animals that live in the floating mats

of sargasso grass. Nadia's dad asks, "What do the turtles do after they've finished their five to ten years in the Sargasso Sea?" "They go to the Azores and become bottom feeders for a few years," she replies. "And then?" her father asks. "And then they mature. . . . they mate. The females come ashore and lay their eggs — on the same shore where they were born . . ." Her father asks, ". . . What do [the turtles] do in the years between leaving the Azores and mating? Tell me, what do they do?" Nadia replies, ". . . they commute. Year after year . . . the turtles swim north in the summer and south in the winter . . ." And then, referring to the custody arrangements her parents have worked out, she adds, "I will be doing the same . . . I will commute . . ."

It seems that I, too, will commute. Not in fact; but in fiction, I will commute between the north and the south. Between New York and Florida. My newest book, *Silent to the Bone* once again moves my readers to the north to New York. Back to Epiphany. But wherever my stories go, I remain a Floridian. Maybe not by birth, but certainly by naturalization. I am a Floridian, a proud Southeasterner, grateful for this wonderful honor. Thanks y'all.

About This Year's Gale Group/SELA Professional Grants

The Gale Group sponsored awards to seven recipients at the Georgia COMO/SELA 2000 Joint Conference. SELA wishes to thank Gale for its generosity. A little about the awards process:

Purpose: To encourage professional development and participation by new SELA members in the SELA Conference activities. This grant in the amount of \$500 will help finance attendance at the SELA Conference for a new professional from each of the member states.

Eligibility: All SELA members within their first four years of professional work are eligible for this Gale Group/SELA grant. The Committee does not consider geographic location, type of library or position, age, sex, religion, race or national origin. Please do not hesitate to apply for the grant because you feel you have not done enough as a member of SELA. The Committee is interested in potential for professional development/growth more than past record.

Sponsorship: This grant is sponsored by the Gale Group.

Selection: The selection of the grant recipient rests solely with the SELA Continuing Education Committee. The selection will take place at the SELA Leadership Conference each year there is a SELA Conference. Applicants will be notified about the Committee's decision as soon as possible after the meeting or by July 1st. The Committee will consider the following selection criteria in its deliberations:

- Does the applicant show the ability or initiative to attend SELA conferences if the finances are provided this year?
- How will the applicant use the experience of SELA at their library and in their state association?
- Has the applicant been involved in associations on the state and national level?
- How would the grant opportunity benefit the applicant on the job?
- How might the grant boost the career/contributions of this applicant?
- What contribution would the applicant likely make to SELA?
- Is the overall presentation/application articulate and cogent?

Questions: Questions regarding application for the Gale/SELA Continuing Education Grant may be directed to Betty Paulk, incoming chair of the SELA Continuing Education Committee. Betty can be reached at bpaulk@valdosta.edu.

“New Voices” Award-Winning Papers Presented at the Georgia COMO/SELA 2000 Joint Conference

The following two papers by Pongrácz Sennyey and Ellen Griffin were presented at the Georgia COMO/SELA 2000 Joint Conference, as part of the “New Voices” program sponsored by the University and College Libraries Section (UCLS) of SELA. The purpose of New Voices is to support the professional development efforts of newer librarians to the profession. Earlier in the year UCLS sent out a call for papers from librarians with five or less years of experience. Prospective applicants were given guidelines and asked to submit a summary of the planned paper. A review committee of three librarians from across the SELA region judged summaries on the basis of subject, content, scholarship and current interest and selected these two papers. *The Southeastern Librarian* is pleased to reprint the papers in their entirety.

Challenges of Collecting Electronic Resources: Some Considerations

Pongrácz Sennyey

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Given the fact that collections of electronic resources represent a considerable outlay in resources, their selection, just as with other formats, has to abide by basic principles that govern sound collection development. Three of these principles are directly relevant to the strategies libraries employ in selecting electronic resources. These are the need to maximize the content of collections with finite resources, the need to establish a balance between the numerous information sources and formats, and the need to select resources that satisfy patron demand. An examination of library web sites across the country raises serious concerns about the strategies employed in selecting electronic resources. The evidence suggests that the principles enumerated above are being by-passed for the sake of short-term goals. But by neglecting sound collection development principles, libraries risk undermining the very foundation of their collections. This paper seeks to examine some of the implications of current selection policies for electronic resources on the long-term integrity of library collections. The first principle implies that limited financial resources require that libraries devise means to maximize the value of each selected item,¹ by selecting only the most relevant, authoritative

and lasting resources. Notwithstanding the fact that the most effective strategy to maximize finite resources is to avoid the duplication of materials, library collections are riddled with duplicate electronic titles². The most common sources of duplication are database aggregators, such as ProQuest and Academic Universe, or FirstSearch and Ovid. While their products are not identical, the overlap is considerable. Yet, for the marginal differences between them, libraries are paying the full cost of each individual resource. The total cost, therefore, is higher than the aggregate benefit these resources bring to the library — especially in view of the fact that for every electronic title paid for, titles in other formats are being left out of collections. Such levels of duplication indicate that libraries are not being sufficiently rigorous in selecting new resources. Although full text resources are the most popular version of electronic resources, especially among undergraduates, they seldom need to make exhaustive searches in any given subject, negating the need to strive for comprehensiveness. Further eroding the value of electronic resources is the fact that very few full text databases are full issue and none preserve the context of the articles retrieved.

The ability to avoid duplication of electronic resources is taxed by a number of factors. Many databases cover the same subject, even though they may be compiled by different companies—and the journals indexed (or provided in full text) are often the same. Duplication is exacerbated by the fact that the selection of titles is often made at consortial levels, where selection is driven by the lowest common denominator of the

membership. In fact, most libraries belong to more than one consortium, leading to further duplication. It is a paradox that consortial arrangements, so valued for lowering the costs of electronic subscriptions, have spawned duplications in their wake.

Efforts to maximize resources are further hampered by a bewildering variety of cost structures that govern electronic subscriptions. Libraries across the country receive offers for electronic products on a weekly, if not daily, basis. In their efforts to compete with one another, database providers offer a myriad of “deals”, ranging from pay-per use to consortial arrangements. Some are government initiatives (PubMedCentral and PubScience) others are public-private partnerships (BiOne), or non-for-profit (CrossRef) or strictly for-profit (Proquest). The relationship they foster with publishers varies greatly. Some cater specifically to the academic market (JSTOR) and others cater primarily to the business/legal market (Lexis-Nexis). It is noteworthy that in most cases libraries cannot select individual databases, not to speak of individual titles, but rather have to accept and pay for the entire “package” of databases offered by aggregators. Long-term archiving of data, and its cost implications, is a perennial dilemma for which there are no standard solutions. Third parties, from business ventures to universities, have made commitments to become depositories of electronic data. In all these arrangements, however, it is important to note that the long-term business model in which these companies are supposed to operate remains unclear, and the long-term technical implications of depository commitments remain untested.

Related to the principle of resource maximization are administrative pressures to lower library operating costs. One of the driving forces leading to the selection of electronic resources is the unsustainable financial model upon which journal publishing is based. The inflation of journal subscriptions made it imperative that libraries seek new alternatives, lest library budgets be consumed entirely by serial subscriptions. Administrative pressures to bring about changes have worked in concert with the emergence of the electronic medium and all

the hype accompanying the information revolution. Yet implicitly—and often explicitly—the expectation has been that the emergence of electronic resources will lower the cost of maintaining libraries. Librarians are guilty of feeding into these expectations. Scenarios of cheap information that does not require physical storage spaces, that is easily accessible, and which does not require expensive staffing to manage has been the stuff of both technical and popular literature. While such enthusiasm has yet to be proven correct, it is clear that for the foreseeable future (physical) collections will not be substituted by digital data, but rather that the multiplicity of media will complement each other. Critical scholarly data continues to be published in a variety of formats and media. The need to build balanced collections with the advent of the information revolution has not disappeared; it has been exacerbated.

Libraries were collecting materials in multiple media well before the information revolution. Books, serials, microfilm, microfiche, maps etc., have coexisted in our collections for a long time. The information revolution has added electronic media to this list. But the process of addition, instead of substitution, does not promise cuts in costs. Much to the contrary, the cost of maintaining modern collections is going up, not down. It is, therefore, critical to bring this fact to the attention of administrators if libraries are to safeguard the integrity of future budget allocations, and, by extension, of collections. If administrators are waiting for the day of “cheaper” libraries, then they are waiting for godot. It is incumbent upon librarians to disabuse them of such illusions.

The second principle of collection development to be considered is the need to build balanced collections. But balance entails more than finding an ideal proportionality between formats. It is about making sure that the diversity of formats is complementary and that as the collection grows and ages it retains access and relevance. In this context, the issue of data stability is crucial when considering the long-term impact of electronic resources on library collections. Many database aggregators have fickle contracts with the database creators.

Databases, and individual titles within them, appear and disappear with alarming rapidity from expensive resources. These shifts often take place without financial compensation to the subscribing library, regardless of their impact on the collection. This fickleness that characterizes electronic resources reveals the different perception of time in the computing and library worlds. Library collections are designed to last for generations. One of the explicit missions of most libraries (and implicit in others) is the protection of the cultural patrimony. In contrast, computer science—a concept that did not even exist a few decades ago—considers a decade “long-term” and a century altogether beyond its horizons. Librarians who lose sight of this difference risk undermining the integrity of entire collections built over decades, at huge costs.

Balanced collections hinge on access and the durability of data. Yet, electronic data storage devices are incapable of storing data for a century, and operating systems are unlikely to guarantee compatibility for a mere decade. The financial viability of the companies that compile and aggregate databases has yet to be determined. That libraries have come to depend on outside business entities, notwithstanding their vulnerability to market fluctuations, as caretakers of collections is a characteristic of the modern library. It is, however, worth bearing in mind that the essence of capitalism is to encourage competition among companies, therefore making it certain that many database providers will go under with time. To pretend that this will not affect library collections would be naïve, if not irresponsible. In view of the fickle nature of contracts and the vagaries of the market, we can safely state that the amount of financial resources electronic titles are consuming is not commensurate with the longevity of the data. Yet new electronic subscriptions are being signed notwithstanding the fact that print resources are guaranteed to remain accessible on the shelves for decades (and if well cared for, centuries) and compatible for as long as patrons remain literate.

The third principle of collection development is the need to satisfy patron demand. In addition to being driven by inflation in serials, libraries are

subscribing to an ever-multiplying number of electronic resources on the assumption that patrons desire these resources and use them on a regular basis. The technology at our disposal today makes it possible to track the use of library resources, and, by implication, patron demand. Yet the truth of the matter is that very few (if any) libraries have analyzed and understand patron user-patterns³. Libraries are shifting their resources towards electronic resources, often duplicate resources, on the assumption of demand. Without a proper understanding of user-patterns, libraries have spent veritable fortunes subscribing to electronic resources at the expense of all other media that at least was guaranteed a modicum of long-term stability on the shelves. Libraries are sacrificing longevity and compatibility for convenience.

Closely related to the assumptions of patron demand are distance education initiatives, which are also driving the growth of subscriptions to electronic resources. Distance education initiatives implicitly assume that libraries are converting their collections to the electronic medium, which can be accessed remotely. Thus the viability of distance education initiatives hinges on the implementation of electronic collections not as a complement but as a substitute for many formats that make up library collections. By deduction, distance education negates the need for balanced collections, and assumes that scholarly communications will migrate to the electronic medium. This assumption, however, requires that electronic resources be stable over time and across operating systems, be reliably accessible and storage be perennial. These are flimsy grounds to build such an expensive initiative, for, at this juncture of technological development, these conditions are not being met.

This bias towards electronic resources will have long-term consequences to collections. Given the fact that no one library can afford to acquire all titles, librarians and patrons have long recognized the value of cooperation between libraries for over a millenium. The outstanding performance of the American inter-library loan system has rendered American libraries mutually complementary, thereby granting patrons access to an unprecedented cultural and scholarly

patrimony. The differences between collections became assets rather than oddities. While libraries have come to accept, and grudgingly respect, the inter-library loan limitations imposed by electronic database providers, librarians have not paid sufficient attention to the fact that by emphasizing electronic resources libraries are homogenizing their collections. This trend will only be exacerbated with the arrival of electronic books on the market. Libraries risk abandoning efforts to build complementary collections for the sake of short-term patron convenience. Yet homogeneous (but never comprehensive) collections will deprive patrons the long-term benefit of access to information. Building complementary collections has been a tenet of collection development that ought not to be sacrificed after we have come so close to achieving it.

Since digital data is only one among the many formats libraries collect, librarians must devise rigorous selection procedures for electronic resources⁴. Such rigor is already being exercised in the selection of serials and monograph titles. In fact most libraries behave like paupers whenever it comes to selecting monographs, or, god forbid, new serials — witness the numerous cancellation projects across the nation—yet electronic resources seem to have retained favor in the midst of shrinking budgets⁵. While

electronic resources are more complex, and therefore selection is more time consuming and difficult, strict standards are necessary. Chances are that most electronic resource providers would alter their contractual policies if forced to, since their livelihood depends on supplying libraries. These standards should be based on whether a given resource is duplicating current materials, or it complements other formats, and there is sufficient demand to justify its costs.

Responsible management of library resources has to go beyond seeking the best deal for “cool” titles to embrace the need to build balanced collections, which include the multitude of formats and media with which good collections are built. Finally, there is an urgent need to debunk the myth of the imminent obsolescence of paper collections. Paper may indeed eventually become obsolete, but there are many critical challenges that computer science will have to overcome before libraries can safely embrace that technology without compromising carefully built collections. A disregard to these principles threaten not only the collections as they currently exist, but, by misrepresenting funding needs of the libraries of the twenty-first century, the future of collections as well.

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Approaching Chaos and Connectivity: A Look at the Effects of Ongoing Technological Innovation on the Library Profession

Ellen Griffin

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Historically, technology has acted as an agent of change in the evolution of libraries, and the rate of technological innovation continues to accelerate. This climate of innovation affects what librarians do and how they are perceived, resulting in increased options and greater user expectations. Changes in the nature of library work are forcing adaptations in organizational structure and operational procedures. As computers and connectivity are redefining the library profession, computer skills are becoming central to the effectiveness of all levels of staff. Moreover, technological training cannot be thought of as a one-time project. The accelerating rate of change requires that training be an ongoing process, which must be integrated into the library's overall planning and budget. As librarians increasingly take on the role of educators in information skills, the profession must shift from a materials-centered philosophy to a people-centered one. Despite past fears that computers would replace people, or make them obsolete, the impact of technology on society in general and libraries in particular has made the human factor more necessary to the equation. Whatever surprises the future holds, one thing is certain: The most important connections of the Information Age will be connections between people, not machines.

A 1996 article in *Advances in Librarianship* characterized the efforts of those working in libraries to keep pace with technological innovation as "running with the Red Queen" from Lewis Carroll's *Through the Looking Glass*. In the story, Alice learns that running very fast in Wonderland will merely allow one to keep up with the country and stay in the same

place. To reach anywhere else, you have to run twice as fast. The accelerating rate of change keeps librarians running, but actually keeping pace with change is a greater challenge.¹

In a 50th anniversary feature in *College and Research Libraries*, Barbara Moran wrote that American academic librarianship had changed more radically in the previous fifty years than in the preceding three hundred. At that point in time, libraries had evolved into "large, multifaceted organizations electronically interconnected and linked in ways not yet envisioned fifty years ago."² That was eleven years ago, before public access to the Internet entered the equation, and the wave of innovation continues to sweep through libraries. With the proliferation of personal computers and Internet access, the world is now electronically connected in ways not yet envisioned in 1989.

A *Library Journal* column from 1996 suggested a more modern literary allusion to describe the effects of technological innovation on libraries. In Michael Crichton's *The Lost World*, Professor Ian Malcolm explains that complex systems strike a balance between the opposing imperatives for order and change at a place called "the edge of chaos," where there is enough innovation to keep a living system vibrant and enough stability to keep it from collapsing into anarchy.³ This zone on the edge of chaos can probably be accessed through the Internet terminal at the reference desk. This is also the place where the library profession is metaphorically poised as we reach toward a new millennium.

Historically, technology has acted as an agent of change in the evolution of libraries. In the fifty years between 1939 and 1989, the implementation of technology profoundly affected the developing roles of library personnel. As technology simplified or reduced complex time-consuming tasks, these tasks were often transferred to support staff, freeing professional staff for other pursuits. This phenomenon in turn helped to define and differentiate the familiar roles of professional and support staff, and the shifting dynamics of library organization continue to evolve. Up until 1950, professional librarians comprised 50 to 90

percent of the staff of academic libraries. *College and Research Libraries* annual statistics from 1941-42 listed the average number of full-time employees in the country's largest academic libraries as 37. By 1989 full-time staff in those same libraries numbered in the hundreds and support staff outnumbered professional librarians roughly 2 to 1.⁴

Technological innovation has had a comparable impact on library organizational structures. In technical services, the growth of bibliographic utilities, primarily OCLC, and the prevalence of resource sharing restructured not only the process of cataloging itself, but also led to the restructuring of cataloging departments in academic libraries around the world.⁵ Much of the labor-intensive clerical work once involved in cataloging (such as typing catalog cards and maintaining paper authority files) has been replaced or reduced by automated systems. At the same time, reliance on bibliographic utilities has increased the role of support staff in the cataloging process. As a result, the dynamics of the cataloging department have radically changed. In many cases, cataloging departments have been reduced, restructured or eliminated. Automation has also led to the reorganization and/or combining of acquisitions and serials units as technology has made the processes of technical services less cumbersome.⁶

All of the proceeding has helped to shape the organizational structure of libraries. The rigid bureaucratic hierarchical structure associated with libraries of the past has begun to give way under the pressure of technological change. Studies regarding the effects of automation in libraries indicate trends including: (1) A shift to a matrix organizational structure; (2) Increased communication among library divisions; and (3) Increased autonomy among staff members.

Another significant trend is an increasing lack of distinction between technical and public services and functions. Where units historically were physically organized around separate paper files, a single automated system has eliminated the necessity of separately maintained files. All of this leads toward a flattening organizational structure.⁷

Continuing through the 1990s, reference departments in academic libraries have been shifting from a print-centered to a digital model. As resource options via LANs, WANs, CD-ROM and finally the World Wide Web have been incorporated into the modern library, reference work has grown increasingly complex. New forms rarely replace old ones, and print and digital resources coexist side by side, making the librarian's bag of tricks ever larger and more complicated to use.⁸

All of this excitement at the edge of chaos has affected what librarians do and how they are perceived. A survey of university reference librarians indicated that the adoption of electronic media had resulted in changes in attitudes, instruction, and in the workplace environment. The major change in attitude for students and faculty who rely on the libraries came in the form of increased user expectations. Fueled by hype and media reports of the power and depth of the Internet, library users expressed their expectation that all of their reference needs could be met on the Web. As one librarian put it, "Technology lets us do more, but it also increases expectations about what we can do."⁹

Striving to meet and to cope with these increased expectations can leave librarians feeling overwhelmed. One librarian, quoted by Carol Tenopir in a 1998 *ONLINE* article, compared trying to keep up with the pace of innovation with competing in a luge race: "You can't always see where you're going, but you're going very very fast and leaning the wrong way could be a costly mistake."¹⁰

Increased user expectations have also helped to make Internet access a staple of public libraries. A survey of Colorado librarians published in 1998 indicated that the librarians reported that on average they used the Internet to answer 3 out of 10 reference questions. The value of Internet access was particularly felt in libraries where traditional reference collections were limited. One librarian reported that since installing Internet access, she could now answer most reference questions and only rarely was forced to send a patron to a larger library. In fact, 81 percent of those surveyed felt the Internet gave them access to resources that would have been

unavailable to them otherwise.¹¹ Also, the “digital divide” between whites and minorities in computer/Internet access reported in a recently released federal survey points to a continuing social need for public libraries to fill this gap with free public access.¹²

The depth of materials available on the World Wide Web can bring difficulties as well, requiring time, training and expertise to find the desired drop of information in an endless and essentially unorganized digital ocean. Public libraries face many of the familiar issues and frustrations of providing support, staff time and training for technological resources.¹³ In addition, public libraries also continue to struggle with formulating policies and procedures to deal with issues of filtering and public access to explicit and potentially offensive or illegal materials.

The growing complexity of electronic resources has caused reference departments to increase their focus on bibliographic instruction. Users require instruction in basic computer skills, and even those students with advanced skills require help with search strategies, database choice and source evaluation. The plethora of information sources on the Web in many cases increases the user’s dependence on reference services. This means that more staff time, rather than less, is required for each reference question. Increasingly, librarians have taken on the role of educators in information skills, and the need for these services will only increase.¹⁴

This role is not limited to academic libraries. The teaching strengths of librarians will likely be in increased demand in the future in public libraries. Digital technology has effectively raised the standard of literacy. Where once the ability to read and write was enough to provide people with employment and civil participation, technical skills and information literacy are now becoming necessary. Learning particular skills is no longer enough. To remain literate, we have to learn how to adapt, and to do so frequently. This kind of training will increasingly fall within the librarian’s sphere. This means that the profession must shift from a materials-centered philosophy to a people-centered one.¹⁵

Not surprisingly, increases in the number and types of information sources have caused a corresponding increase in the workload of reference librarians. Often as workloads increase, support staff must fill the gap in meeting reference needs. Ironically, this increased workload tends to manifest in lower usage statistics, as reference staffs spend more time in reference interviews and longer, more complex searches.¹⁶ And as support staff members take over many basic reference duties, professional librarians move toward research and formal instruction.

In addition to the greater demands of traditional library users, reference departments are now faced with the challenge of meeting the very real needs of virtual patrons. Meeting this challenge involves rethinking and redesigning policies and procedures as libraries are forced to take on an increased role in technical support. This may call for additional staff positions, particularly in the area of computer services. In libraries where lack of funding makes this impossible, other library operations will have to be reprioritized or limited in order to make room. Equally important is the need to properly and continually train staff to cope with new technologies.¹⁷

In fact, technology training for all levels of library staff has been cited as the greatest challenge facing libraries today.¹⁸ As computers and connectivity are redefining the library profession, computer skills are becoming central to the effectiveness of all levels of staff. Moreover, technological training cannot be thought of as a one-time project. The accelerating rate of change requires that training be an ongoing process, which must be integrated into the library’s overall planning and budget.

Library administration must also take into account the health, safety and stress levels of library staff. The dangers of eyestrain and repetitive strain injuries associated with computer use call for the consideration of ergonomics in designing workspaces. In addition to these physical stresses, the psychological stress of coping with changing technology must be addressed.¹⁹ Long-term planning cannot be limited to hardware and software; the human element must be factored in as well.

Technological training has swelled the ranks of support staff and expanded the paraprofessional role to include skills of increasing complexity. The pressing need for computer services specialists has added to the diversity of library staff. Both these phenomena will continue to shape the organizational structure of libraries in times to come.

Moran's 1989 article stressed that the technology-driven changes in libraries up to that time were only the beginning of a tidal wave of change. The author described the process by citing O'Connell's three-stage model of technological adoption, first laid out in 1969. In the first stage, technology facilitates doing the same tasks more quickly. In stage two, technology enables people to do new tasks. In the third stage people learn to utilize technology to "create fundamental changes within organizations and societies."²⁰ By this reckoning, library technology adoption is currently in stage two, and the greatest developments are still on the horizon. We live, as they say, in interesting times. And as librarians, we also work there.

Although considered an imperative in our profession, the adoption and integration of technology does not constitute an end in itself. Rather, the adoption of technology is a means to an end – a tool through which we strive to accomplish our primary goal of fulfilling the information needs of our community.

Despite past fears that computers would replace people, or make them obsolete, the impact of technology on society in general and libraries in particular has had the opposite effect: Ongoing innovation in information technology has made the human factor even more necessary to the equation. The bewildering variety and scope of information options and the ever-accelerating pace of innovation demand the skills of information professionals, and so do our patrons. Approaching chaos requires expert navigation.

Providing that expertise will require vision, continuous training, and a commitment to invest in the library's most vital resources – its employees. As we stand on the horizon of a new millennium, poised at the edge of chaos, one thing is certain: The most important connections of the Information Age will be those connections we forge between people, not machines.

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Cataloging, Housing, and Using Juvenile Collections in Academic Libraries

Vickie Frierson-Adams

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In recent years, there has been much discussion on the classification of juvenile literature in academic libraries. The issue has been whether the juvenile collection should be classified using the Dewey Decimal Classification (DDC) or Library of Congress Classification (LCC), including the class for belles lettres (PZ). According to a library cataloging and authorities discussion group, some institutions of higher learning prefer using DDC because it was believed that the education students would be working primarily with DDC and DDC is the system used in public schools and libraries. Others that have classified their juvenile collection using LCC are thinking about reclassifying juvenile collections using DDC because they think DDC would be of more service to the prospective teachers who will be utilizing DDC system in their local public and school libraries. Some even suggested using an LCC number in the record in addition to the DDC. The purpose of this study is to determine how juvenile collections are cataloged, housed, and used in academic libraries. A survey was conducted to assess information on how juvenile materials are classified, where the collection is housed, who are the users of such a collection, and why certain classification systems are used.

Background

Melvil Dewey, an American librarian, formulated DDC, the oldest and the most ubiquitously used classification scheme in the United States. As an assistant college librarian, he developed his first scheme for arranging books at Amherst College Library in 1873. In 1876 the classification scheme was published, and the twentieth edition had been published by

the late twentieth century. One of the most popular aspects of this scheme is that it was planned well enough to incorporate new subjects as they surfaced. In the DDC scheme, knowledge is arranged into broad classes and subjects are arranged from the general to the specific. Flexibility is maintained by utilizing the linear expansion of numbers. Because the outline of knowledge is systematic, DDC gives flexibility to growth of subjects not yet known. The DDC relative index has cross-references that show relationships of each topic to other disciplines and to other topics. Critics complimented Dewey in his originality of arranging all topics of diversity in his index, with each synonym in alphabetical order.¹

LCC was developed during the reorganization of the U. S. Library of Congress (founded in 1800). By 1812, the Library of Congress housed about three thousand volumes that were classified under eighteen broad subject areas. After British soldiers destroyed the collection in 1814, it was re-established when Thomas Jefferson offered his collection of approximately seven thousand volumes for a fair price. Significant changes at the Library of Congress inspired the new Librarian, Dr. Herbert Putnam, and his staff to reorganize the Library in 1899. Already in existence were the first five editions of DDC, Cutter's Expansive Classification, and Otto Hartwig's German Halle Schema classification schemes. The Library of Congress librarians used what was thought to be the best features of those existing systems, not fully adopting a specific one. Putnam and his chief cataloger, Charles Martel, developed broad topics that would outline the classification scheme. Subject specialists were then asked to produce each distinctive schedule based on the outline. Each schedule followed the basic rule that sequencing arrangements of class goes from general to particular subtopics.²

LCC has been proven to be effective in smaller academic and public libraries, despite its fashionable restriction of broad classification. This classification scheme, consisting of both capital letters and Arabic numerals, will continue to accommodate many new subjects for a long period of time. Unlike DDC, the Library of Congress does not publish a general index to the classification schedules, but the most comprehensive one was compiled by Nancy B. Olson and was published independently in 1975.³

Librarians still saw another need for a different classification scheme for juvenile literature. Since the changeover from DDC to LCC had proven to be such a success for adult subjects at Inglewood's public library, librarians adapted a comparable system for children's material from the Library of Congress Classification system. The *Library of Congress Classification Adapted for Children's Books Second Edition*, published in 1972, was devised to prepare children to use adult materials. This system was thought to be easier to understand than DDC, and it preserved the close likeness of LCC by endorsing the one or two letter subclass scheme with numbers. An alphabetical listing of index headings accompanies the system.⁴

Libraries have different needs and therefore require different classification schemes. Some schemes were modified to fit needs of their users. Cataloging schemes will continue to be examined and evaluated on the basis of users' needs.

Literature Review

A review of the library literature reveals few articles involving issues that encompass the classification of juvenile collections in academic libraries, the housing of such collection, and the users of the collection. At Southwest Texas State University, Elaine Sanchez conducted an unpublished study in 1996 to determine the organization of juvenile literature. The survey was conducted in academic and research libraries to gather information on how the libraries treated such a collection. In her questionnaire, Sanchez addressed valid issues that were very helpful in

this current research. Sanchez collected data pertaining to cataloging and housing of juvenile collections as well as information regarding the use of those collections. Raw data were tabulated and charted, but there was no discussion nor report of the findings.⁵

Another study was conducted in 1980 to determine the nature of juvenile collections by examining selection policies and variation in children's literature collections in fifty-four selected colleges and universities in the United States. The author, Patricia Tipton Sharp, also addressed management and experts' views of the ideal selection policies.⁶ Sharp also mentions in her study that more than 79 percent of the academic libraries that were surveyed collected and cataloged juvenile materials in all divisions of knowledge using DDC.⁷

The Survey

Some of the questions used in the 1996 Sanchez and the 1980 Sharp surveys were appropriate and were modified to accommodate this study. This survey was conducted in March 2000 to determine how juvenile collections are currently cataloged, where the collections are housed, who are the primary users of the collections, and why such classification systems are used in classifying juvenile materials. Questionnaires that included fourteen questions were sent to 100 catalog and technical service librarians.

The sample of recipients was randomly selected from a list of 322 academic libraries that were Southeastern Library Network (SOLINET) members. Junior and community colleges, special libraries such as law, medical and music were not included in the survey. The Caribbean schools were also excluded from the study. Sixty-five libraries responded to the survey. Of the sixty-five libraries, four did not own a juvenile collection, and one questionnaire arrived after the study had been tabulated and was not included in the study. The data analysis was based on the responses of sixty libraries.

Analysis of the Data

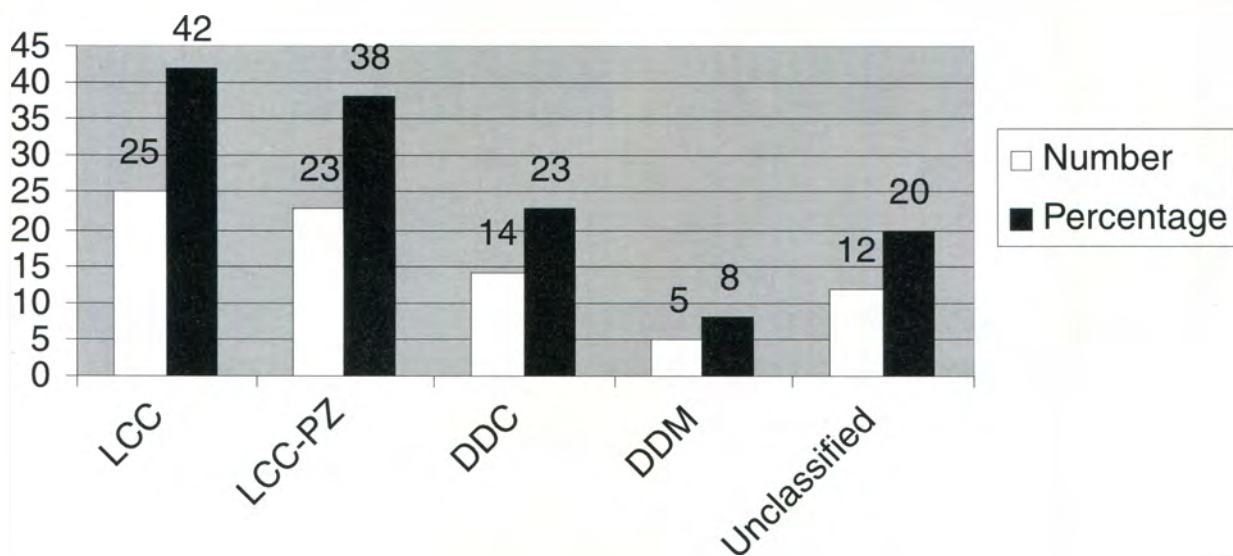
The intention of this study was to determine the structure of juvenile collections in academic libraries. The analysis was based on responses from sixty colleges and/or universities. Because some of the librarians supplied more than one answer for some of the questions, this method of answering skewed the statistical result of the study; specifically, the sum of total percentages exceeds 100. Twenty percent of the schools reported juvenile holdings of less than two thousand volumes while 33 percent reported holdings from two thousand to five thousand

volumes. Ten percent owned from five thousand to ten thousand volumes, and 35 percent of the schools reported juvenile holdings of ten thousand volumes or more.

Classification of the Collection

Of the sixty libraries that responded to how juvenile fiction is classified, 42 percent cataloged their juvenile collections using the LCC. Of the 42 percent, seventeen of the respondents answered with more than one response (see figure 1).

Figure 1. Classification of Juvenile Fiction



Thirteen libraries used a mixture of LCC and LCC-PZ only. Thirty-four used LCC and/or LCC-PZ. Nine used only LCC-PZ, and nine used only LCC. Only two institutions reported that their juvenile collection was classified using LCC and DDC. Of the fourteen that used DDC, eleven institutions used only DDC to classify juvenile fiction. Three used DDC along with another scheme. Nineteen reported using only some form of DDC or Dewey Modified for juvenile materials (DDM). Twelve schools did not classify their juvenile collection, but used a cutter system to arrange the collection on the

shelf (see figure 1a).

Of the fifty-nine libraries that responded to how juvenile non-fiction materials are classified, 55 percent used LCC, with six answering with more than one response. Three of the six that had more than one response used a combination of LCC and LCC-PZ while three used some combination of LCC and DDC. Of the twenty-five that classified their juvenile non-fiction using DDC, twenty-two used only DDC. Three institutions classified materials using DDC and other chosen schemes (see figure 2).

Figure 1a. Classification of Juvenile Fiction

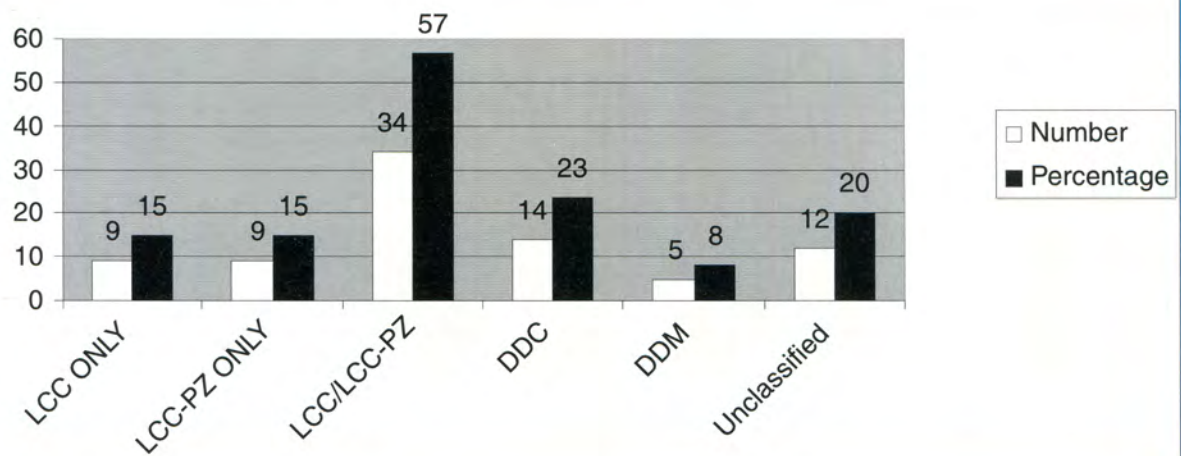
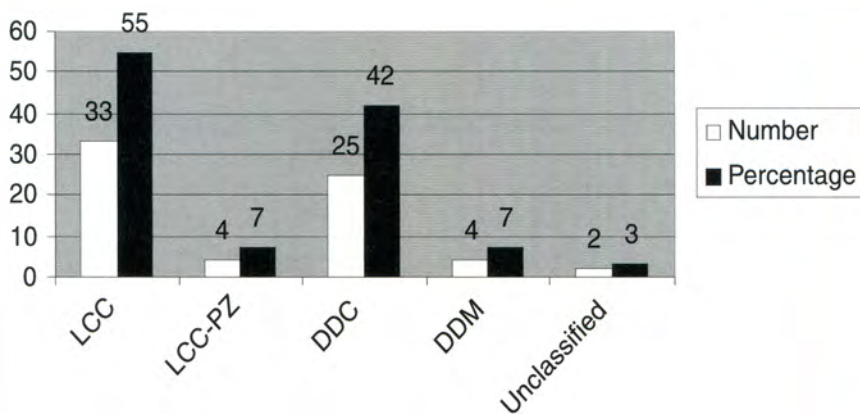


Figure 2. Classification of Juvenile Non-Fiction



When asked if the same classification system used for the general collection is used for the juvenile collection, 70 percent answered “yes” only. Thirty percent stated they did not use the same classification system for their juvenile collection that they used for the main collection. Four of the schools reported that they used DDC for the general collection. One stated they were in the process of reclassifying their general collection to LCC, but will leave the juvenile collection in DDC.

Of the fifty-eight librarians that reported, forty-nine libraries used some sort of spine labels for shelf locations. Eighteen (37 percent) used “JUV”. Other spine labels used were J (Juvenile), CURR (Curriculum), CMC (Curriculum Materials Center), JF (juvenile fiction), E (easy), FIC (fiction), CHILD COLL (Collection) and YOUTH COLL (Collection).

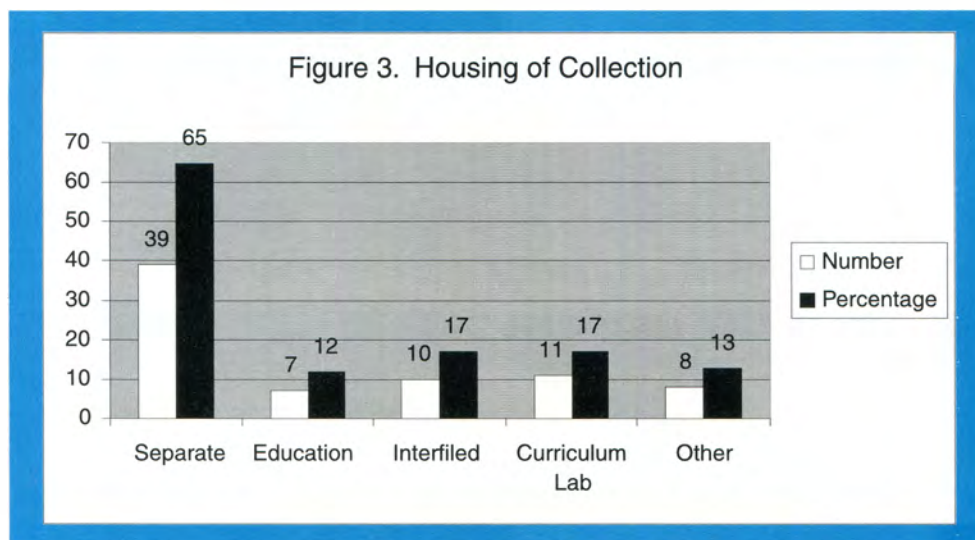
Of the fifty-nine schools that replied to what subject headings were used for juvenile materials, thirty-eight used only the Library of

subject headings (fields 690 and 691) with LCSH and LCSH for juvenile literature.

Although field 710 is used for added entry for corporate names, it is also used to draw certain collections together. Of the fifty-eight that answered, only 8 percent (five libraries) used the 710 field to trace their collection. Fifty-three of the respondents (88 percent) did not trace their collection.

Housing of the Collection

Sixty-five percent of the sixty that responded to how the collection was stored said they housed their juvenile collection as a separate collection in the main library. Of the 65 percent, four libraries also answered that they had juvenile materials in the school of education building, and three indicated that they also housed juvenile collections in a curriculum lab. Only 17 percent inter-filed their collection in the main collection (see figure 3).



Congress Subject Headings (LCSH), with fields 650 and 651 having blank and 0 as indicators to acknowledge the subject is LCSH. Eleven schools used a combination of LCSH with indicators blank 0, and blank 1, with blank 1 indicating the subject heading was for children literature. Only three institutions used Sears subject headings alone, and one use Sears subject headings with LCSH for juvenile literature. Three of the schools used a mixture of local

More than 96 percent of the institutions that housed their juvenile collection as a separate collection, whether in the library science department/school or the education department, combined their juvenile fiction and non-fiction literature in the same collection. Only one school included only juvenile fiction in the collection, and one school included only juvenile non-fiction in the collection.

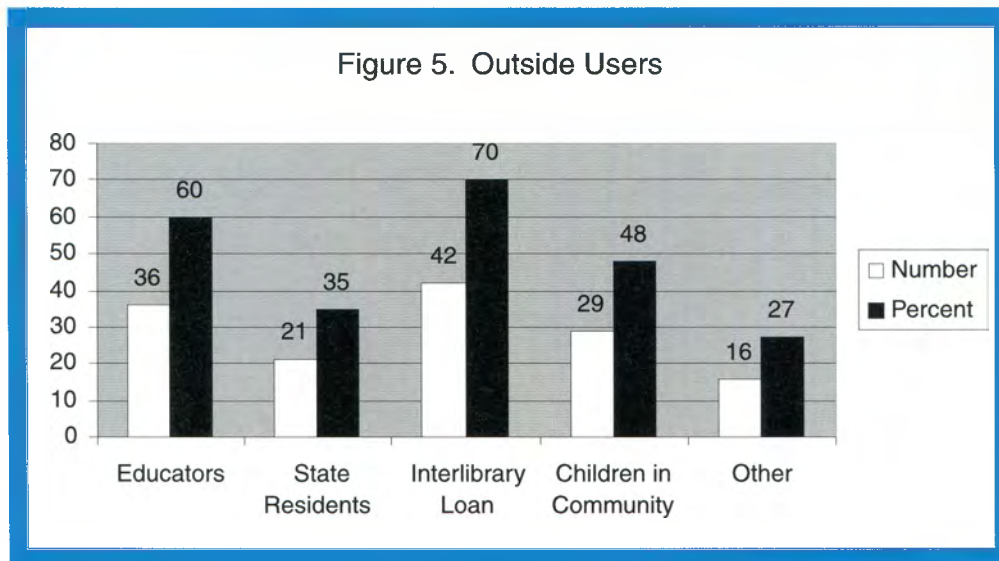
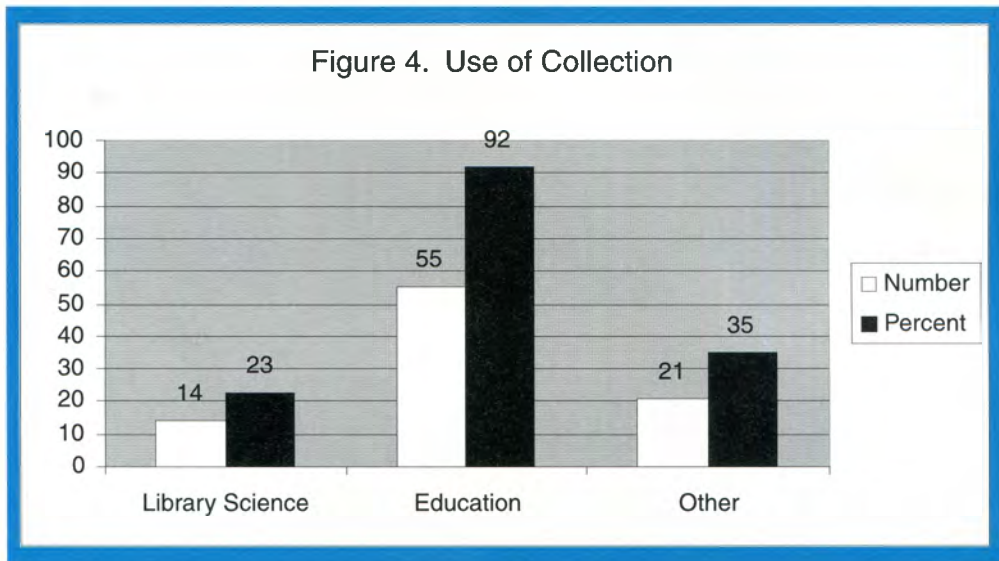
Use of the Collection

Twenty-two schools reported that their collection served more than one thousand users, whereas twenty-four schools reported that their collection served less than five hundred. Twelve schools indicated that their collection accommodates between five hundred and one thousand users.

Of the sixty answering the question for which the collection provides support, 92 percent answered "Education Department". Of the 92 percent, fourteen libraries also answered that the collection provided support for the library science school. A total of twenty-one respondents stated that their collection also provided support for faculty/staff and their children, the community, the English

literature department, and the children's literature program (see figure 4).

Libraries also loaned juvenile materials to people outside the college or university. Some respondents checked more than one answer. Seventy percent of the libraries indicated that they loan juvenile materials via interlibrary loan requests. Sixty percent stated that they loan to educators in the area, and 35 percent to the state's residents. Forty-eight percent of the respondents stated that children in the community used the collection. Others reported that they loan to parents who are home educators in the area, alumni, adults in the community, consortium borrowers, faculty, and spouses and children of faculty (see figure 5).

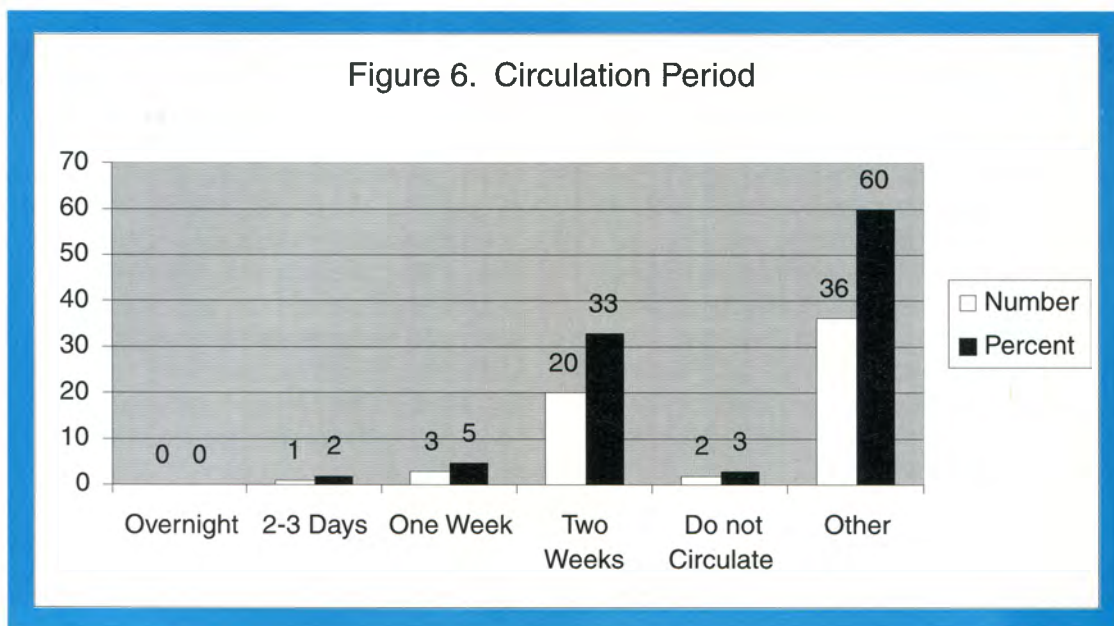


Fifty-eight out of sixty indicated they did circulate their juvenile collection. When asked for what period of time the books circulated, 33 percent answered a period of two weeks. Thirteen indicated they circulated materials for three weeks. Only two replied that they had juvenile books in a special collection and did not circulate the materials. Many libraries reported various circulation policies according to the type of patron. For example, materials checked out to undergraduates had a three week circulation policy, graduates had one month, and staff three months. Most faculty and staff had extended loan periods from ninety days to one year (see figure 6).

non-fiction. If DDC is used for classifying juvenile fiction, DDC is also used for classifying juvenile non-fiction.

Approximately 70 percent of the schools used the same classification system for the juvenile collection that is used for the general collection. This percentage strongly reflects that academic libraries use LCC for both the main and juvenile collection. Only 30 percent used a different classification scheme for the juvenile collection which was different from the main collection.

There was strong propensity to identify juvenile materials. Eighty percent of those surveyed used



Observations and Discussion

This study addresses the issues that many have pondered as to how juvenile literature is cataloged, housed, and used in academic setting. The responses to the survey reveal that the majority of the academic libraries that own juvenile literature classify the collection using some form of LCC. They used the Library of Congress Classification and/or Library of Congress Classification for fiction and juvenile belles lettres. There is a strong relationship between libraries that use LCC for juvenile fiction and non-fiction. If libraries used LCC for juvenile fiction, they also used LCC for juvenile

some sort of spine label for shelf location. The most common spine label used was “JUV”. This labeling shows some indications to keep the collections together on the shelf.

When housing juvenile collection, libraries have a strong tendency to keep the juvenile collection materials separate from the general library collection. Either the collection is housed as a separate collection in the main library, as a separate collection in the school of education building, or as a separate collection in a curriculum lab. (Only ten libraries reported that their juvenile collection is inter-filed in the main collection). In most libraries, juvenile fiction

and non-fiction literature were housed together in the same collection, again reinforcing the cohesiveness of the collection.

Some form of uniformity is shown in assigning subject headings to juvenile collection. Eighty-five percent of the respondents used LCSH. Eleven of the 85 percent used a combination of LCSH along with LCSH for Children's Literature.

This report indicates that students in the School of Education are the primary users of juvenile collections. Twenty-three percent of libraries reporting acknowledged that the library science schools were also users. Even though most juvenile collections in academic libraries are primarily intended to support curriculum in colleges and universities, the collection is popular with children. Twenty-one libraries commented that the juvenile collection provided support for faculty/staff and their children. While 70 percent of the respondents implied they loan juvenile material via library loan request, libraries also loaned juvenile materials to people outside the institution. There was no relationship between the size of the collection and the size of the user groups. While there is strong relationship between the education programs and juvenile collections, the juvenile collection serves a wide variety of publics.

Respondents briefly described why the classification scheme was used in cataloging juvenile materials. One comment was that DDC was used in cataloging juvenile collection because school libraries use DDC and that future school librarians and teachers used their curriculum lab. Another comment was that DDC books only exist with books that are older titles in the Youth Collection and that for the last fifteen years, all juvenile books have been classified using LCC exclusively. One school chose DDC because the public library uses DDC and teachers and students were accustomed to it.

Conclusion

There are some concerns about which classification scheme is the right one for juvenile literature in academic libraries. DDC was developed mainly for a collection at Amherst College Library and is now considered to be adaptable to libraries of various sizes, both academic and public. LCC was adapted during the reorganization of the United States Library of Congress, using the best features of existing systems. Some claim that neither classification scheme fit their needs and came up with a system for cataloging juvenile materials adapted from LCC.

As we can see, there are many schemes used in classifying juvenile materials. The question, then, becomes "How should academic librarians catalog and shelve their juvenile collections?" There is no right or wrong way to classify or house juvenile collections. To classify means to group like materials together and provide a unique number or character to each item in a way that it can be retrieved. However, before one thinks of changing from one scheme to another, there are many things to consider. The present collection should be examined. Questions such as whether the present cataloging scheme is working well and whether the present scheme is capable of accepting growth should be asked. Even though these thoughts are important, consistency and uniformity are the key issues. Regardless of which classification scheme is used in cataloging juvenile materials, what is important is that the collection is kept current and is maintained.

Other interests that may derive from this research are: (1) How the primary users of the juvenile collection in academic libraries actually use such a collection; (2) If such a collection is meeting the needs of prospective teachers and librarians; (3) How the classification and housing of collections affect how the collection is used; (4) How other collections in academic libraries are treated.

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SELA News

Leadership Conference held April 6th

The SELA Leadership conference held in Atlanta was a wonderful success with 96 paid attendees. The day's program began with an update from president Barry Baker on the "state of the association", followed by two enlightening addresses from Charles Beard, Library Director, State University of West Georgia, and Kate Nevins, Executive Director of SOLINET. SELA committee, roundtable and section meetings followed. The afternoon program featured committee reports, and concluded with the SELA executive board meeting. The atmosphere throughout the day was upbeat, forward looking and energetic. Stay tuned to *The Southeastern Librarian* for a full conference report in the August issue.

— Frank Allen

SELA new Circulation and Reserves Round Table

The new Circulation and Reserves Round Table was approved in the Spring 2000 by the SELA Executive Board, and held its first program at the 2000 conference at Jekyll Island. Diane Baird, circulation librarian at MTSU and Catherine Shiel, circulation manager at Emory University, presented the program "Overcoming Obstacles Implementing an Electronic Reserve Program."

The purpose of the round table is as follows:

- To provide opportunities for discussion and dissemination of circulation and reserve information among SELA members
- To sponsor programs and workshops that would benefit circulation and reserve librarians and other interested parties
- To develop a medium through which knowledge can be shared on topics such as public service, record-keeping, technology, staffing, continuing education and related issues

Elected officers for the 2000-2002 term are:

- Chair, Diane Baird, head of circulation and reserves department at MTSU
- Chair/chair-elect, Inga Filippo, head of circulation/reserves department, Austin Peay State University
- Secretary, Fred Smith, head of access services at Georgia Southern University.

I wish to thank everyone very much for their support in the recognition and the establishment of this Round Table. Your continued support is essential to the success of the SELA Circulation and Reserve Round Table.

— Inga Filippo

Successful Launch of AAIRT!

The SELA African American Issues Round Table was successfully launched at the 2000 Biennial Conference of the Southeastern Library Association at Jekyll Island! With enough petition signatures having been collected and with preliminary bylaws having been written, the SELA Executive Board was able to approve the new Round Table on October 13, and the AAIRT organizational session was held later on the same morning.

- Sylvia Sprinkle-Hamlin, director of the Forsyth County Public Library, Winston-Salem, North Carolina, and former president of the Black Caucus of the American Library Association, was elected chair.
- Linda S. Harris, University of Alabama at Birmingham, was elected vice chair/chair-elect. She will be ex officio program chair.
- Samuel Morrison, director of the Broward Public Library in Fort Lauderdale, Florida, was elected secretary. He will be ex officio membership chair.

Letters will be written to all ALA Black Caucus members in the SELA states announcing the formation of the Round Table and inviting these individuals to join SELA and AAIRT.

As the North Carolina Library Association representative to SELA, I want to thank everyone who helped make this important step possible for SELA, and to encourage continued support for this Round Table!

—John Via

Southeastern Library Association Southern Books Competition 1999 Awards

The Southeastern Librarian is pleased to present the winners of the 1999 Southern Books Competition. The actual awards were made in November, 2000. The committee wishes to thank the publishers for taking the time to submit their entries.

Award of Excellence

Cuba - Going Back by Tony Mendoza. University of Texas Press.

Judges' comments: The basic color combination is repeated throughout the book — in the photography, text and jacket design — to make an effective presentation. The photographs powerfully convey the content and invite the viewer to read.

The Stone Carvers: Master Craftsmen of Washington National Cathedral by Marjorie Hunt. Smithsonian Institution Press

Judges' comments: A beautifully designed book, illustrated throughout with striking photographs that follow the creation of the carvings on the National Cathedral in Washington, D.C., from cutting the granite blocks to installing the finished carvings. The text is clean and readable with generous white space preserved. An altogether outstanding book.

Award of Excellence in Dust Jacket Design

The Stone Carvers by Marjorie Hunt. Smithsonian Institution Press

Judges' comments: Beginning with the impression of being created from stone, to the effect of the title being carved in the stone, this dust jacket seizes the viewer's attention and doesn't let it go. The photographs that foreshadow those in the book, perfectly complement the cover's textual features.

Award of Merit

Wildflowers of the Eastern United States by Wilbur H. and Marion B. Duncan.

University of Georgia Press

Judges' comments: This sweet book works exactly as it should — its clean, readable, easy to locate text and a brilliantly printed color plate section, make flower identification easy and pleasurable.

De Renne: Three Generations of a Georgia Family by William Harris Bragg. University of Georgia Press

Judges' comments: From its classically sensitive dust jacket typography, and its well thought out front and back matter details, to the elegant effect of its generously loaded text pages, this book is a bibliophile's treasure.

Drawn to the Civil War by J. Stephen Lang. John F. Blair, Publisher

Judges' comments: Michael Caplanis' exciting caricatures of Civil War figures in their various appearances throughout the book, add a great deal of excitement to the typographically clean book. It is a rousing read.

Honorable Mention

My Grandfather's Finger by Edward Swift. University of Georgia Press

Judges' comments: The design, text and choice of photography reflect the quirky nature of the book and effectively draw in the potential reader. The photographic placement within each section complements the text design.

Chasing Warblers by Vera and Bob Thornton. University of Texas Press

Judges' comments: Attracted by an eye-catching dust jacket, the reader is led on to this book's beautifully reproduced photographs and clean, readable text that is surrounded by generous white space. Its gracious overall design makes this guide to wood warblers a delight to use.

The Southern Books Competition Committee appoints a jury of at least three judges from the publishing, printing, book design, bookselling, and library fields to select outstanding books issued by Southern publishers within a given year. Awards are made on the basis of design, typography, and quality of production.

People News

[Meredith Ault](#) has left the Florida Distance Learning Reference and Referral Center to take a position at the University of Texas-Austin.

[Jim Bagby](#) has joined the Norfolk Virginia Public Library as a reference librarian in the Adult Services Department. Bagby has had a varied library career, most recently at Johnson and Wales University and Tidewater Tech.

[Smittie Bolner](#) has retired from the Louisiana State University Libraries after 28 years of service. Ms. Bolner had been Head of Reference since 1983.

[Jennifer Cargill](#), Dean of Louisiana State University Libraries, has been elected as delegate to the OCLC Users Council and is on the Committee for Accreditation.

[Kim Collins](#) has been appointed art history librarian at Emory University's General Libraries. She has also held positions at the National Gallery of Art and worked with the Atlanta College of Art Library. She is the current President of ARLIS/SE (Art Libraries Society of North America's Southeastern Chapter).

[Angelles Deshautelles](#) has been elected Vice-President/President-Elect of the Louisiana Library Association.

[Ashley Fowkles](#), Children's Library at Bowling Green (Ky) Public Library was the 2001 recipient of the Association for Library Service to Children (ALSC) Econ-Clad Literature Program.

[Denise Goetting](#) joined the faculty of University of Louisiana at Lafayette January 3rd, as head of cataloging. She was previously director of the Materials Center and Instructor in Library Science at the University of Louisiana at Lafayette.

[Ruby Henson](#) has joined the staff of Cumberland Valley, (Ky) Regional Library, part of the Kentucky Department of Libraries and Archives (KDLA).

[Grant Karcich](#) has been selected as Headquarters Librarian for the Rockbridge Virginia Regional Library. Grant was formerly the Reference Supervisor for the Blue Ridge Regional Library.

[Betty S. Jobson](#), former Associate Director of Ingram Library at the State University of West Georgia, died on March 9, 2001. Prior to her retirement in 1993, she had worked at the Library in various positions for almost 30 years, beginning as a clerk in the Acquisitions Department in 1964. In 1977 she was promoted to the position of Head of Technical Services, and in 1989 added the office of Associate Director to her duties. She was awarded the title of Professor Emerita by the Georgia Board of Regents at her retirement.

[Beverly Laughlin](#) has been appointed Executive Director of the Louisiana Library Association, effective February 28th.

LSU Library news — [Paul Kelsey](#), [Kay Meek](#) and [Maureen Olle](#) have joined the faculty in reference services. [Thomas Diamond](#) has accepted the position of Head of Reference Services. [Mary Hebert](#) has become director and university archivist of the T. Harry Williams Center for Oral History. [Angela Akinniyi](#) has accepted the position of digital project librarian for Special Collections.

[Kristan Majors](#) has been appointed to the position of science librarian at Emory University's General Libraries. Kristan received her MLIS from the University of South Carolina in August, 2000. She comes to Emory from the position of Librarian and Manager for the Institute of Ecology, Library at UGA where she also served as a research consultant in the Entomology Department.

[Karen Mance](#) has joined the staff of the Samuels Public Library in Front Royal, Virginia as Children's/Young Adult Librarian. Karen earned her MSIS from Louisiana State University in December, 2000.

Andrew Morton has accepted the position of Head of Access and Delivery Services at the University of Richmond, effective February 26th. He was formerly the Head of Access Services at the Tompkins-McCaw Library of Virginia Commonwealth University. Andy received his MLIS from the University of North Carolina at Greensboro in 1998.

Bill Nelson, Library Director, Augusta State University, and **Bob Fernekes**, Ph.D. - Information Services Librarian, Georgia Southern University have completed 18 months of presentations, poster sessions and workshops on the New ACRL Standards for College Libraries [2000 edition, approved by ACRL and ALA, January 2000.] Bill was a member of the ACRL Standards & Accreditation Committee until July 2000 and liaison to the CLS Standards committee. He has also been a member of 9 SACS visiting committees to colleges/universities, and was a member of the ACRL Task Force on Academic Library Outcomes Assessment. Working closely with Bob Fernekes, a continuing member of the CLS committee, the two prepared the presentations to show how the new standards may be used in practical ways, and applied to the ongoing library requirements of SACS. For the text of the new ACRL standards for College Libraries, see <http://www.ala.org/acrl/guides/college.html>.

Gerald Roberts has retired as Head of Reference, Berea College, Kentucky. Mr. Roberts had held the position for 25 years. **Stephen Gowler** has taken over the position.

Peter Shipman, M.L. I. S., joined the Medical College of Georgia library faculty as Outreach Librarian in November 2000. He was previously at the Stetson University library where he was Reference, Document Delivery and Distance Learning Librarian. He received his B.A. from Wake Forest University and his M.L.I.S. from University of North Carolina-Greensboro.

Ruth Waldrop, former Rothrock award recipient, recently celebrated her 90th birthday.

Denise A. Walker began as the Assistant Information Services Librarian at the Virginia Beach Central Library on March 16. She worked as a Reference Librarian II at the Central Library since 1993. She received her MSLS from the University of North Carolina at Chapel Hill in 1988.

Barbara Weedman has assumed the position of Branch Manager of Norfolk Virginia Public Library's Pretlow Branch. Before joining NPL, Weedman was a Library Outreach Coordinator/Medical Reference Librarian at Eastern Virginia Medical School and a Reference Librarian for the National Head Start Training and Technical Assistance Resource Center in Arlington, Virginia. She has her MLS from the University of Maryland at College Park.

Deloris Wilson has been chosen as one of two recipients of this year's Pen/Newman's Own First Amendment Award for her actions in 1996 to resist attempts to remove books from her West Monroe (La) High School library. The Louisiana Affiliate of the ACLU nominated Deloris in January. Deloris will share the award with another recipient and receive \$12,500 and a limited edition artwork by sculptor Mark di Sivero.

Ron Wirtz, Ph.D. joined the Medical College of Georgia library faculty as Head of Education and Information Services in November, 2000. He comes from the American Institute of Baking where he was Vice President of Information and Distance Learning. Dr. Wirtz received his M.L.S. from Emporia State University and his Ph.D. in Education from Kansas State University.

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1. *The Southeastern Librarian (SELn)* seeks to publish articles, announcements, and news of professional interest to library staff in the Southeast. Articles need not be of a scholarly nature but should address professional concerns of the library community. *SELn* particularly seeks articles that have a broad southeastern scope and/or address topics identified as timely or important by SELA sections, round tables, or committees.
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4. Manuscripts should be submitted in duplicate on plain white paper measuring 8½" x 11." Manuscripts should be 8-10 pages double-spaced, including text and references. Computer disks will be requested on publishing notification. Please contact the Editor for further information.
5. The name, position, and professional address of the author should appear in the bottom left-hand corner of a separate title page.
6. Authors should use the author-date system of documentation. The editors will refer to the latest edition of *The Chicago Manual of Style*. The basic form for the reference within the text is as follows: (Hempel 1990, 24).

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